

FIRST NEWS World War Two Special Edition

TEACHING RESOURCES

WW2 ACTIVITIES

These teaching resources link to the First News World War Two newspaper special edition. They are suitable for KS2 and KS3 lessons. The activities are intended to:

- to give pupils a greater knowledge and understanding of the key events in WW2
- to develop newspaper report writing skills

Part 1: Get to know WW2

● **WW2 News Quiz** This quiz activity, with its focus on information retrieval, encourages pupils to read the newspaper from cover to cover and provides a useful overview for your class of the key events which shaped the Second World War. A **glossary**, to help with key vocabulary, is included.**Page 2**

● **Look Closer** An in-depth reading comprehension focusing on one article from the WW2 newspaper, 'Auschwitz – the most famous camp of all'.**Page 10**

Part 2: Get writing!

● **Write your own newspaper article** Based on the Animal section of the WW2 newspaper edition, these worksheet-based activities help pupils to learn key features of an article and write their own article**Page 19**

Extension ideas

● **How the other side saw things** Germany suffered heavy bombing in WW2 too, as shown in the article 'Dresden destroyed by Allies'. How might a German newspaper have covered the same event? Pupils can write an article from the German point of view about the bombing of Dresden. The newspaper writing resources support this article activity.

● **Discover more on the D-Day Landings** with the Normandy Tourist Board's Educational Resource Pack: 'The D-Day Landings & the Battle of Normandy' schools.firstnews.co.uk/blog/normandy-study-packs/





Part A: Words

A1 Why did Germany invade Poland?



A2 Allied Power or part of the **Axis** - which country was on what side in WW2?

France, Italy, USA, Japan, Poland, Greece, Romania, China, Canada, Russia

Allies (Allied Powers)

e.g. Britain

Axis

e.g. Germany

A3 Who was British Prime Minister in WW2?

A4 After war was declared, the British Army sent its **BEF** (British Expeditionary Force) to France to help its Allies but when large numbers of British and Belgian troops were cut off and surrounded by the German Army in the Battle of France, a mass rescue was organised from the beaches of Dunkirk. What was the code name of this operation, which managed to save 300,000 UK soldiers?

A5 Which WW2 figures said the following?

i) **'The task will be hard. There may be dark days ahead and war can no longer be confined to the battlefield.'**

ii) **'There can only be one end to this battle, and that is another success. Forward to**

victory! Let us knock Italy out of the war'
iii) **'I have nothing to offer but blood, toil, tears and sweat'**

A6 Why did both sides want to control North Africa?



A7 What battle was Prime Minister Winston Churchill talking about when he said: 'Upon this battle depends the survival of Christian civilisation. Upon it depends our own British life, and the long continuity of our institution and our empire.'?

A8 Which country had to admit defeat in its attempt to invade the Soviet Union and take the city of Stalingrad, on 2nd February 1943?

A9 What was the Nazi capital city of Germany?

A10 Who is thought to have sneaked out of Buckingham Palace to join the war victory celebrations in Trafalgar Square?

A11 Why was the royal ruler of Russia, Tsar Nicolas II, forced to give up his monarchy in 1917?

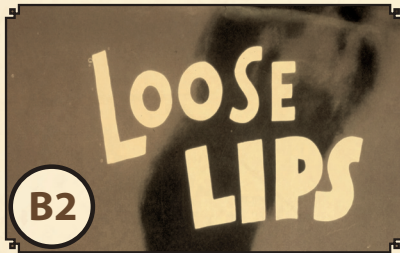
GET TO KNOW WW2

WW2 News Quiz



Part B: Pictures

What news stories do these pictures tell?



Part C: Place

Where in the world is this scene of destruction?



Part D: Person

Who is this person talking to paratroopers and why was he such a well-known figure in WW2?



Part E: Object

What is the object that has created this cloud in the photo and why is it in the WW2 news?



Part F: Statistics

What news do these numbers tell us about WW2?

- | | |
|--------------------------------|---|
| F1 11am | F2 3 million children and adults |
| F3 150,000 Londoners | F4 50 million |
| F5 28 shillings a week | F6 241 days |
| F7 12 years and 83 days | |



GET TO KNOW WW2

WW2 News Quiz



Glossary

advance – attack, push

aircraft carrier – a big warship with a deck from which planes can take off and land

air strike – an attack by air craft (e.g. planes)

ally (plural allies) – another country which is on the same side as you

announcement – a formal, public statement

armoured division – an army with armoured vehicles, e.g. tanks

artillery – big guns, cannons and tanks etc.

barracks – group of buildings where soldiers (or prisoners live)

base – military (e.g. army) centre

breakthrough – a sudden and important development

British Expeditionary Force (BEF) – the British force in France in WW2

broadcast – a radio programme or message

cavalry – soldiers who fight on horses

communications – providing information by speaking, writing and broadcasting via radio etc

concentration camp – a camp where prisoners (civilians, non-soldiers) are kept

confined – restricted

conflict – clash, hostility, battle

deadline – the cut-off point, target time

defences – fortification e.g. trenches

devastated (by bombing) – destroyed, ruined

evacuation – taking people (e.g. children) in WW2 to the country to avoid the bombing in the towns and cities

feat – an achievement showing courage and skill

forces – the military (the army, navy, air force)

incendiary devices – weapons and bombs which start fires

inevitable – certain, unavoidable, unpreventable

infantry – foot soldiers, soldiers marching on foot

invincible – unconquerable, too powerful to be defeated

liberated – freed from enemy occupation

liquidation – killing people

paratrooper – a soldier who parachutes from an airplane into enemy land

“Pure” Society – the name given to the Nazi idea of its perfect race of people: Northern European and white (not Jewish, black, gypsy, homosexual etc)

rations – the fixed amount of food people were allowed in the shortages during WW2

reinforcements – additional troops

regime – a government in power (especially a controlling, authoritarian one)

rehearsals – practice

resistance – opposition to, fighting against

slave labour – The Nazis forced groups of people, including Jews, to work without money in brutal conditions in factories etc for the war effort.

stench – a strong and unpleasant smell

strategy – a plan of action

surrender – lay down arms, capitulate, give up fighting

“Undesirables” – the word the Nazis gave to groups it wanted to destroy including: Jews, gypsies, black people and homosexuals

withdrawal – retreat, pulling-out





GET TO KNOW WW2

WW2 News Quiz



Part A: Words

A1 On 1 September, 1939, Germany invaded Poland because it wanted territory that it had lost after WW1, including the city of Danzig and the 'Polish Corridor' – a stretch of land that led to the Baltic Sea (and separated Germany from East Prussia, which belonged to Germany). 'Germany invades Poland', page 2

A2

Allies (Allied Powers)

France: 'Germany invades Poland', page 2

Poland: 'Germany invades Poland', page 2

Greece: 'We are at war', page 2

Romania: 'We are at war', page 2

China: 'Japan attacks USA', page 10

USA: 'US victorious in the Battle of Midway', page 12

Canada: 'D-Day – the turning point of war?', page 20



Axis

Italy: Benito Mussolini – Italy, 'The key players: Who's who?', page 7

Japan: 'Olympics cancelled', page 6

Russia: Joseph Stalin – Soviet Union, 'The key players: Who's who?', page 7, in August 1939 Germany and the Soviet Union had signed a Non-Aggression Pact and was allied with Germany and the Axis Powers but it joined the Allies after it was attacked by Germany 22nd June 1941 'Germany attacks Russia', page 9

A3 This is a trick question because there were two: Neville Chamberlain was Conservative Prime Minister when war broke out (but resigned in 1940, after a lack of support from Labour and the Liberals, especially following the loss of Norway to the Germans.) Conservative Winston Churchill took over and remained Prime Minister until the end of the war in 1945. 'Meet Britain's new Prime Minister' page 4, 'The key players: Who's who?', page 7, and 'Public votes Churchill out', page 23

A4 'Operation Dynamo', 'Miracle in Dunkirk', page 4

A5 'The task will be hard. There may be dark days ahead and war can no longer be confined to the battlefield.' Speaker: **King George VI**, 'We are at war', page 2

'There can only be one end to this battle, and that is another success. Forward to victory! Let us knock Italy out of the war' Speaker: **British Commander General Sir Bernard Montgomery (aka 'Monty' Field Marshal Montgomery)** was a key British military figure in WW2. He commanded the Eighth Army in the Western Desert, during the key **Battle of El Alamein**, until the Allied victory in Tunisia. Then, he was in command of all Allied ground forces during **Operation Overlord** from the initial landings until after the **Battle of Normandy**, 'Rommel forced back from El Alamein', page 13 and 'Britain begins Italy invasion', page 17

'I have nothing to offer but blood, toil, tears and sweat'? Speaker: **Prime Minister Winston Churchill**, 'Churchill: Victory is our aim', page 4

A6 Because of access to the vital shipping route of the Suez Canal (The Suez Canal was a shipping canal through the desert of Egypt between Africa and Asia and it linked the Mediterranean and the Red Sea. It avoided the need for ships to have to go around Africa to get to Asia for trading etc. and provided a shorter sea route to oil in the Persian Gulf). Both sides also wanted to control the oil fields in the Middle East. 'Rommel forced back from El Alamein', page 13

A7 This was the name given to an attempt by the Germans to destroy the British RAF (Royal Air Force) in the summer and autumn of 1940. This included the German Air Force or Luftwaffe (pronounced Looftvaff-er) aerial bombing on British defences, including ports and airfields – and the air fights with the RAF to stop them. The name 'Battle of Britain' comes from Churchill's





GET TO KNOW WW2

WW2 News Quiz



speech. 'The Battle of Britain has begun', page 5

A8 Germany. Its 6th Army surrendered, after 5 months of heavy fighting, 'Germany defeated in Russian city', page 16

A9 Berlin. As the Russians closed in on a bombed out Berlin, the Germans fought one last bloody battle at Halbe, (pronounced halba) just outside Berlin, where over 50,000 soldiers and civilians died. In an underground bunker back in Berlin, the Nazi leader, Adolf Hitler, took his own life to avoid capture by the Allies and, within days, the Germans signed an Act of Military Surrender on 8th May 1945 at Karlshorst (near Berlin). 'Hitler dies as Germany surrenders', page 23

A10 19-year-old Princess Elizabeth (the future Queen) and her younger sister 15-year-old Princess Margaret, 'Future Queen parties with the crowds', page 28

Part B: Pictures

B1 Adolf Hitler, the Nazi leader of Germany, 'This Country Is At War With Germany', front page, gives a Nazi salute. This form of greeting was to glorify the German nation and its war effort. The German people were required to salute like this and say, 'Sieg Heil' (pronounced seeg hi-el), which was 'Hail Victory', or 'Heil Hitler'.

B2 An American WW2 propaganda poster 'Loose Lips Might Sink Ships' to persuade servicemen and others to beware of unguarded talk and not to share any information that could be useful to the enemy and lead to the death of Allied soldiers. Note the use of punchy monosyllabic language and the rhyming couplet to reinforce the message!

B3 The ruined Monte Cassino Abbey, south of Rome, Italy. It was destroyed by the Allies in a battle on the way to the capital Rome to secure the country from the Axis powers. British, American, French, Australian, New Zealand, Indian, Canadian and Polish soldiers were part of the Allied troops. Monte Cassino, restored in the 1950s, is now a shrine for relatives of the estimated 183,000 soldiers on all sides who lost their lives in the battles around it. 'Brits win key Italy battle', page 18 and 'Britain begins Italy invasion', page 17

B4 Jewish prisoners arrive at Auschwitz in Poland, one of the Nazi concentration (death) camps, where Jews and other 'undesirables' were executed. (About 1.1 million people died there - 90% of them were Jewish). 'Nazis carrying out "mass executions"', page 13, Related articles: 'New Nazi camp', page 5, 'Prison camp revealed by Russian troops', page 22, and Behind The Headlines' special report on the death camps, pages 24-25

B5 The Japanese attack on a US naval base at Pearl Harbour in Hawaii signalled the entry of Japan into WW2 on 8th December 1941. Part of World War 2 became about the Allies trying to stop Japan's desire to expand its empire and dominate Asia and the Pacific, including China and French Indochina. 'Japan attacks USA', page 10

B6 American troops waded ashore onto the coast of Normandy, Northern France, on D-Day to support the Allies in liberating France and the rest of North West Europe from the Germans, 'D-Day – the turning point of war?', page 21

Part C: Place

Singapore, 'Japan captures Singapore', page 12





GET TO KNOW WW2

WW2 News Quiz



Part D: Person

It's US General Dwight D. Eisenhower. 'D-Day – the turning point of war?', page 22. Eisenhower was the Supreme Commander of the Allied forces on D-Day – a turning point for the Allies in WW2 - and this is part of what he said to the troops:

"Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

In company with our brave Allies and brothers-in-arms... you will bring about the destruction of the German war machine, the elimination of the Nazi tyranny over the oppressed peoples of Europe.

Your task will not be an easy one. Your enemy is well-trained, well-equipped and battle hardened. He will fight savagely."



Part E: Object

It's the cloud from an atomic bomb, dropped over the Japanese city of Nagasaki. 'What is an atomic bomb?', page 26. Instead of invading Japan, US President Harry Truman decided to use a new weapon called the atomic bomb. The first atomic bomb was dropped on Hiroshima, Japan on 6th August 1945. It destroyed the city and killed thousands and thousands of people. Japan did not surrender. After another atomic bomb was dropped on Nagasaki, the Japanese surrendered on 15th August, 1945. Related articles: 'Japan surrenders after atomic bombs destroy city', page 26, 'What did the atomic bombs do?', page 27 and 'Japan surrenders', page 28

Part F: Statistics

- F1 11am – **was the British deadline for Germany to withdraw its troops from Poland. At 11:15am, the Prime Minister, Neville Chamberlain, declared Britain was at war with Germany. 'We are at war', page 2**
- F2 3 million children and adults - **were evacuated from British cities to the countryside to avoid the bombing, 'Evacuation of children begins', page 3**
- F3 150,000 Londoners – **used London's underground stations to shelter from the German bomb attacks in what was known as the Blitz. 'Blitz bombing of Britain', page 6**
- F4 50 million – **gas masks were handed out to people in Britain to deal with a potential gas attack by the Germans, 'London hit by the worst Blitz blasts', page 8**
- F5 28 shillings a week – **was the weekly wage, after food and lodging were taken out, earned by a WW2 land girl (a woman who did farm work, such as milking or taking care of the farm animals). It's the equivalent of about £73 a week today, 'A new army', page 21**
- F6 241 days – **is how long the Battle of Tobruk, a coastal town in Libya, took to win from the control of the Nazis. (It was important for both sides to control North Africa to have access to the Suez Canal and the oil fields in the Middle East). 'Tobruk taken by Allies', page 6**
- F6 12 years and 83 days – **the length of time American President Franklin D Roosevelt served in the White House. (After FDR, this was amended and nowadays, an American President can only serve for a total of 2 terms - 8 years). 'Truman takes over after Roosevelt's death', page 22**

BEHIND THE HEADLINES

FirstNews WORLD WAR 2

5 September 1945

THIS week, American troops have shown German people the horrors inside Hitler's concentration camps.

Hitler started to set up concentration camps in 1933 but, at the time, people had no idea he planned to turn them into death camps.

In all, the Nazis set up around 100 camps and they had two uses. Some were concentration camps for prisoners to be used as slave labour in nearby factories. That was bad enough but, during the war, the Nazis used them as death camps for the killing of "undesirables" – mainly Jews.

As the allied armies raced towards final victory, the troops liberated the camps one-by-one, revealing the horrors of the Nazi idea of creating a "pure" society.



5 April 1945: British, American and Allied prisoners of war cheer as their liberators, the 9th Army, move them out of the Nazi camp at Altengrabow, Germany

Death camps

The first camp to be liberated

The first camp to be liberated was in July 1944 when Soviet troops entered Majdanek, a death camp located in Poland two miles from the city of Lublin.

Majdanek was set up by the Nazis in 1941. Hitler's plan for it was the speedy extermination, by gassing, of new arrivals (mostly Jews) brought in from countries including Czechoslovakia, France, Austria, and the Netherlands.



Jewish women and children getting off the train coaches on arrival in Auschwitz

The BBC's Alexander Werth was one of a group of reporters who went inside Majdanek a week after it was liberated.

"My first reaction to Majdanek was a feeling of surprise," he said.

"It looked harmless from outside. The place was large; like a whole town of barracks painted a pleasant soft green. We stopped outside a large barrack marked Bad und Desinfektion II. 'This,' somebody said, 'is where large numbers of those arriving at the camp were brought in.'"

"Did any of them suspect, while washing themselves after a long journey, what would happen a few minutes later? They were asked to go into the next room. The 'next room' was a series of large square concrete structures. The naked were forced from the bath-house into these dark concrete boxes and then, with 200 or 250 people packed into each box, the process of gassing began. In anything from two to ten minutes everybody was dead..."



Children made to wear striped clothing stand behind a barbed wire fence at the Nazi concentration camp at Auschwitz

GET TO KNOW WW2

Look Closer

Auschwitz

– the most famous camp of all

On 27 April 1940, Heinrich Himmler ordered a new camp to be built near Oswiecim, Poland.

The Auschwitz concentration camp (Auschwitz is the German spelling of Oswiecim) quickly became the largest Nazi concentration and death camp. It was made up of three large camps and 45 sub-camps.

Auschwitz II (or Birkenau) was completed in early 1942. Birkenau was built around 1.9 miles away from Auschwitz I and we've found out now that this was the real killing centre of the Auschwitz death camp.

Jews, gypsies, and other people the Nazis thought were "undesirable" were captured and sent to Auschwitz. When the trains stopped at Birkenau, the people were told to leave all their belongings on board and were forced to gather on the railway platform, known as "the ramp".

Families were quickly and brutally split up as an



Everyone at Auschwitz was tattooed with a prisoner number to identify them

SS officer, usually a Nazi doctor, ordered each individual into one of two lines. Most women, children, older men and those that looked unfit or unhealthy, were sent to the left. Most young men and others that looked strong enough to do hard

Nazi officers supervise Jews leaving railway trucks during the deportation to the camps in 1941



work were sent to the right. They didn't know it at the time, but the right line meant that they would become a prisoner of the camp. The left line meant immediate death at the gas chambers.

The entire mass murder system depended on keeping this secret from its victims. If the victims had known they were headed to their death, they would most definitely have fought back.

Those that had been sent to the right had their heads shaved and were thrown into the cruel, unfair, horrific world of camp life.

The limited amount of food and extremely hard labour meant many prisoners starved to death.



Auschwitz

GET TO KNOW WW2

Look Closer

Medical experiments

Also on the ramp, Nazi doctors would search among the new arrivals for anyone they might want to experiment upon. One of their favourite choices was twins.

At Auschwitz, there was a team of Nazi doctors. One of the most well-known was Dr Josef Mengele. He experimented on identical twins, hoping to find a secret to cloning what Nazis considered the perfect person.



Auschwitz

Freedom

When the Nazis realised that the Russians were pushing their way toward Germany in late 1944, they started destroying evidence of their appalling activities at Auschwitz.

In the middle of January 1945, the Nazis removed the last 58,000 prisoners from Auschwitz and sent them on death marches. The Nazis planned on marching these exhausted prisoners to different camps.

On 27 January 1945, the Russians reached Auschwitz.

When they entered the camp, they found 7,650 prisoners who had been left behind. The camp was liberated and these prisoners were now free.

Prisoners' barracks at the
Auschwitz-Birkenau death camp



Auschwitz facts

- Auschwitz was the largest of the Nazi camps.
- It was set up in May 1940 and was liberated by the allies on 27 January 1945.
- In all, 1.1 million people died during the four and a half years of Auschwitz's existence. One million of them were Jewish men, women and children.
- More people died in Auschwitz than the British and American losses of World War Two combined.
- Some Jewish prisoners secretly wrote eyewitness accounts of the atrocities of the gas chambers and hid them in bottles buried in the ground. A number of these accounts have since been discovered.



GET TO KNOW WW2

Look Closer

Carefully read the Behind The Headlines section of the newspaper about the Nazi concentration camps, then answer the following questions:

Q1) True or false

- At first, Nazi concentration camps used prisoners as slave labour for nearby factories.
- Auschwitz became the only death camp.
- Maidanek's 'Bad und Desinfektion' (bathroom and disinfection) building was really a gas chamber to kill the Jews.
- On arrival at Auschwitz, most women, children, unfit, unhealthy, or older men were gassed and the young or strong men became prisoners.
- More than 1 million died at Auschwitz alone.

Q2) Look at the headline 'Death camps'. Why do you think the journalist has chosen this particular headline? Why do you think it works?

Q3) The opening sentence, or lead, of a newspaper report should answer the 5 Ws (Who? What? Where? When? Why?). Can you work out the key facts from the lead of the 'Death camps' article: 'THIS week, American troops have made German residents view the horrors inside Hitler's concentration camps.'?

Q4) The BBC journalist Alexander Werth went to Maidanek camp a week after it was liberated. How do his first impressions of the camp change during the visit? Which words explain this to the reader?

Q5) The Behind The Headlines is a special section all about the Nazi concentration camps. How does the feature's structure of articles, subheadings and fact box tell us the story of the Nazi camps?

Q6) What do the original source photographs (taken during the Second World War) in 'Behind The Headlines' tell us about the concentration camps? In what ways is the information you learn from these original photographs similar or different to the text in the accompanying First News reports?



GET TO KNOW WW2

Look Closer

Carefully read the Behind The Headlines section of the newspaper about the Nazi concentration camps, then answer the following questions:

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- ☐ Auschwitz became the only death camp.
- ☐ Maidanek's 'Bad und Desinfektion' (bathroom and disinfection) building was really a gas chamber to kill the Jews.
- ☐ On arrival at Auschwitz, most women, children, unfit, unhealthy, or older men were gassed and the young or strong men became prisoners.
- ☐ More than 1 million died at Auschwitz alone.

Q2) Look at the headline 'Death camps'. Why do you think the journalist has chosen this particular headline? Why do you think it works?

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Who?

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What?

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Where?

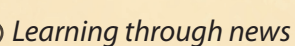
When?

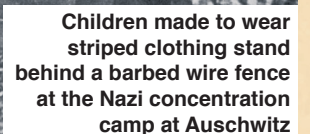
Why?



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GET TO KNOW WW2

Look Closer

TEACHER ANSWERS

The teacher answers are intended to be a guide as to the AF strand of the question and possible responses from pupils working at different levels.

Q1) True or false?

- At first, Nazi concentration camps used prisoners as slave labour for nearby factories. T
- Auschwitz became the only death camp. F – The Nazis had over a hundred camps and many were death camps, including Maidanek
- Maidanek's 'Bad und Desinfektion' (bathroom and disinfection) building was really a gas chamber to kill the Jews. T
- On arrival at Auschwitz, most women, children, unfit, unhealthy, or older men were gassed and the young or strong men became prisoners. T
- More than 1 million died at Auschwitz alone. T

Q2) Look at the headline 'Death camps'. Why do you think the journalist has chosen this particular headline? Why do you think it works?

- These two words also sum up the Behind The Headlines section because all the stories are about the Nazi camps and many were death camps too.
- The journalist has chosen to sum up the events in a simple and direct way – just two words, perhaps to help the reader start to understand a very big WW2 story – the inhumane way in which the Nazis dealt with, not least, over a million Jews and other 'undesirables' who died in Auschwitz.
- The articles, and subheadings, are going to give the details of the Nazi camps, so the headline does not need to be lengthy – it needs to attract our attention to the special feature.
- The word 'Death' is emotive because it suggests killing, especially contrasted/juxtaposed as it is with the word 'camps', as we think of summer holidays and tents when we see this word - not the end of life.
- The headline is in front of a photo of the happy liberated Allied prisoners of war. This contrast makes us even more curious to see why the headline should be about death. This soon becomes apparent however with the rest of the photos and the text.



GET TO KNOW WW2

Look Closer

Q3) The opening sentence, or lead, of a newspaper report should answer the 5 Ws (Who? What? Where? When? Why?). Can you work out the key facts from the lead of the 'Death camps' article: 'THIS week, American troops have made German residents view the horrors inside Hitler's concentration camps.'?

Who? American troops

What? They are helping the Germans to find out more

Where? Hitler's concentration camps

When? This week (5th September 1945)

Why? To see the 'horrors' of the camps

Q4) The BBC journalist Alexander Werth went to Maidanek camp a week after it was liberated. How do his first impressions of the camp change during the visit? Which words explain this to the reader?

● There are two journalists here – the one who is writing the First News article in 2014 about what happened at Maidanek - and Alexander Werth who reported back on his 1944 visit to the death camp. This First News story is the second of its special feature on the Nazi death camps, so it introduces us to the details and real horror of the death camps, just like Alexander Werth was doing to his audience in WW2. At the time, most people did not know about the death camps, just as children, nowadays, will not know the facts. So, the First News journalist chooses to use Werth's eyewitness account, to give us a better understanding of what the camp was really like from a journalist who saw it for themselves.

● Many of the Jews did not know what was going to happen to them in places like Maidanek and Auschwitz. Werth presents us with the ordinary, seemingly everyday details of the camp the Jews would have seen. He describes the barrack buildings as being painted a 'pleasant soft green'. We think of green as a fertile and life-giving colour of nature. This is in contrast to the real purpose of the buildings – to incarcerate (imprison) people and even kill them.

● Alexander Werth must have heard terrible stories about what was happening inside the camps, perhaps that is why he is shocked and expresses 'surprise' at how normal and harmless the camp looks.

● Werth takes the reader on the journey the Jews and other 'undesirables' would have taken to the gas chambers, so we not only understand something of what these poor people went through but we then sympathise with them.

● He mentions the 'Bad und Desinfektion' building. It seems such an everyday place – the bathroom. Disinfection room sounds odd because why do people need to be disinfected but it doesn't tell the true, horrible story of the building.

● Someone describes to Werth 'the large numbers' of people who were brought to this building. It's as if there were so many, the person can't even come up with a figure. This is a terrible thought for the reader because the dead are not individual human beings, with families, but an unknown mass.

● Werth asks the question: 'Did any of them suspect...?' This is a haunting question and the reader feels compelled to ask themselves this question too.

● We soon find out, just like the prisoners, because 'minutes later' the prisoners are dead.



GET TO KNOW WW2

Look Closer

● The adjectives used in the description of the gas chamber, 'large' and 'dark', are foreboding. The verb of 'forced' and 'packed' shows how brutal the Nazis were to the prisoners.

● The prisoners are now reduced to the noun 'naked'. They have no identity – and are no longer even human beings.

● The contrast/juxtaposition between the 'pleasant' camp and the 'naked' truth of the gas chambers is shocking to the reader. We are even more stunned because of the contrast the journalist has given us. The normal treatment expected for prisoners was twisted by the Nazis, just like they turned an ordinary-looking camp into a place of death.

● The journalist ends with an ellipsis 'In anything from two to ten minutes, everybody was dead ...'. It is as if there are no more words to describe the nightmare scene. Also, the prisoners are dead now, so the writing stops to reflect how their lives have been cut off.

Q5) The Behind The Headlines is a special section all about the Nazi concentration camps. How does the feature's structure of articles, subheadings and fact box tell us the story of the Nazi camps?

Starting point:

● The three stories tell us different parts of the story about the Nazi camps. For example, we find out that people did not know that the camps had become death camps until the Allies liberated them. 'The first camp to be liberated' tells us that people were gassed to death in the camps and has an eyewitness account to prove this.

Development:

● 'Death camps' is a special Behind The Headlines section in the WW2 newspaper. The editor wants to show readers that the mass execution of the Jews and other people considered 'undesirable' by the Nazis is the most shocking event of WW2 and needs to be written about in more detail, and several articles, so that people understand what really went on in the Nazi camps.

● There are three different articles to tell the story and there is a journey for the reader: from the liberation of the prisoner of war camps to the horrifying revelation of the death camps, such as Auschwitz. We hear about the liberation of the Allied prisoners in 'Death camps', then we find out about Maidanek camp in 'The first camp to be liberated' with quotes from Alexander Werth, who actually visited the camp when it was liberated. So, we get a firsthand account of the camp. Then we discover the background to Auschwitz, how people were organised when they arrived at the death camp, the fact that prisoners were part of Nazi medical experiments and the liberation of Auschwitz.

● The subheadings, for example, 'Medical experiments' and 'Freedom' in the 'Auschwitz – the most famous camp of all' article help to sum up and tell different aspects of the story of Auschwitz. They also help the reader to locate details, such as the Nazi doctors, quickly.

● The special section is dominated by original/primary source photos to emphasise the reality of the death camps.

● There is an Auschwitz fact box to sum up some of the horrifying number facts about the death camp and help the reader understand why there is a special section devoted to the Nazi death camps. For example, 'More people died in Auschwitz than the British and American losses of World War Two combined'.



GET TO KNOW WW2

Look Closer

Q6) What do the original source photographs in the Behind The Headlines tell us about the concentration camps? Are the photos different or similar to the information in the First News articles?

● The photos are a visual way to tell the horrific story of the camps and Auschwitz. There is a positive start with the happy-to-be-liberated Allied prisoners of war. However, they are in contrast to the majority of upsetting photos of Auschwitz. There is the Dossel camp photo of the thin Polish prisoner of war, which is proof that soldiers were poorly treated. The Auschwitz image of the malnourished and upset children, in their ill-fitting prisoner clothing, behind the forbidding barbed wire is harrowing. So is a photo of a prisoner's arm with a number tattoo. It brings to mind the kind of identification that is branded on farm animals rather than human beings.

● Even though the First News articles are written 70 years after the liberation of the camps, they try to use source vocabulary to bring the reader closer to the events described. For example, the German vocabulary of 'Bad und Desinfektion' is used, so you see the exact words the camp prisoners would have seen on their way to their deaths. First News also uses the translation 'undesirables' of the Nazi term for all the human beings they rejected, including Jews and gypsies. It may have chosen to include this original and highly emotive Nazi term to emphasise the inhumane way that the Nazis dealt with others.

● First News also includes primary source quotes from Alexander Werth, who visited Maidanek camp when it was liberated. This supports the First News journalist's description of the terrible truth about the death camps.

● In some ways, the secondary source First News text is more graphic and upsetting, than the primary source photos. This is understandable because the newspaper is intended for pupils, so really distressing photos would be unsuitable for a younger audience. For example, the article describes how 'The limited amount of food and extremely hard labour meant many prisoners starved to death' but there are no photos of the dead.





GET WRITING!

Write your own newspaper WW2 article

Your task is to write your own article about a WW2 animal hero. First, revise how a newspaper article is put together...

A. Have a read of this animal newspaper article and answer the questions

The **headline** sums up the story. Sometimes it uses alliteration e.g. 'Heroic Horse' to grab your attention. Or there could be a play on words or pun e.g. the WW1 story 'Earning their wings' about heroic RAF pigeons...

The **photo** helps to tell the story.

The **lead** summarises the story in a sentence and answers the main facts (5 Ws: Who? What? Why? Where? When?) of the story. Which of the 5 Ws are in this lead?

Meet Rob the parachuting dog!

22 January 1945

A PARACHUTING collie dog called Rob has been awarded the PDSA Dickin medal.



Rob took part in landings during the North African Campaign with an infantry unit. He later served with a Special Air Unit in Italy as patrol and guard dog for small units hiding in enemy territory.

Those who awarded Rob the medal said: "His presence with these parties saved many of them from discovery and subsequent capture or destruction. Rob made over 20 parachute descents."

The main **body** of the article is made up of paragraphs. Each new paragraph gives you new details about the story.

What information do you learn in each of the six paragraphs that make up the **main body** of this article?

An **adjective** is a word which describes a noun and gives the story more information e.g. '**Small units**'. Underline the interesting adjectives:

- Enemy territory
- A parachuting dog
- Patrol and guard dog

The journalist varies the words used to start sentences in order to make the text non repetitive and more interesting to read.

List 4 words the writer uses to vary the **sentence openers**.



GET WRITING!

Write your own newspaper WW2 article

B. How well do you know some key features of a newspaper article?

Answer the questions on 'The pigeon that saved a RAF bomber crew' and 'Medals for hero animals'.

The pigeon that saved an RAF bomber crew

25 February 1942

WINKIE, a carrier pigeon, has saved a crew after they ditched into the North Sea two days ago.

The RAF crew were returning from a mission over Norway but their Beaufort bomber had been hit by enemy fire and crashed into the sea more than 100 miles from home.

The four men thought they would die but they managed to release their secret weapon – a carrier pigeon called Winkie. Winkie was set free in the hope that she could fly home and alert the air base about what had happened.

After flying 120 miles, Winkie made it home. She was exhausted and covered in oil. Owner George Ross immediately informed RAF Leuchars in Fife.

A rescue team set off and found the crew within 15 minutes.

Winkie has become the toast of the air base, with a dinner held in her honour.



Medals for hero animals

1943

MARIA Dickin CBE, founder of animal charity the PDSA, says animals should also get medals for their war actions.

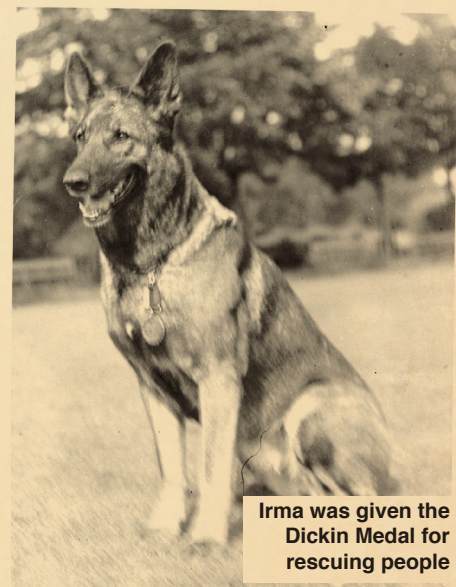
Maria says she is aware of the incredible bravery displayed by animals on active service and on the Home Front.

Announcing her special medal for animals in war, she said: "I am inspired by the animals' devotion to man and duty."

The Dickin Medal is a large, bronze medallion bearing the words "For Gallantry" and "We Also Serve", all within a laurel wreath. The ribbon is striped green, dark brown and pale blue, representing water, earth and air to symbolise the naval, land and air forces.



Maria Dickin



Irma was given the Dickin Medal for rescuing people





GET WRITING!

Write your own newspaper WW2 article

1. Highlight, draw a circle around, or write down the **lead** of 'The pigeon that saved an RAF bomber crew'.

2. How many of the **5 Ws** (facts) can you find in the 'Medals for hero animals' lead?

Who?

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What?

.....

Where?

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When?

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Why?

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3. The **adjective** 'war' is used to describe the time when the animals showed bravery and so gives us more information in the 'Medals for hero animals' lead. Can you add at least one interesting / informative adjective to the **lead** of 'The pigeon that saved an RAF bomber crew'?

Winkie, a carrier pigeon, has saved a crew after they ditched into the North Sea two days ago.

4. List 3 different **sentence openers** from each article:

'The pigeon that saved an RAF bomber crew'

'Medals for hero animals'

e.g. The

●

●

●

5. Can you rewrite the **headline** for either 'Meet Rob the parachuting dog' or 'The pigeon that saved an RAF bomber crew' or 'Medals for hero animals'. ? If you can, try to use alliteration or a pun.

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GET WRITING!

Write your own newspaper WW2 article

C. Now it's your turn! Write about WW2 animal hero, White Vision, the pigeon!

NEWS JOURNALIST CHALLENGE:

Pigeon, White Vision, helped to save the crew of the flying boat, Catalina, that had to ditch in the sea during very bad weather in 1943.

How would this heroic feat be told in a newspaper to tell the story to the public?

You are the journalist and this is your challenge!

JOURNALIST NOTES FOR REPORT:

Here's some background information to help you write your article:

- A pigeon called White Vision.
- One morning in October 1943 at 0820 hours - Catalina flying boat had to ditch in the sea, near the Scottish Hebrides' islands.
- Rescue was hard because the weather and seas were bad, including mist.
- White Vision flew 60 miles with a headwind of 25 miles per hour, the bird could only see a few hundred yards ahead in the bad weather.
- At 1700 hours White Vision came back to the RAF airbase pigeon loft.
- She had with her the message of where the aircraft was in the sea.
- The crew were then rescued.
- She got a Dickin medal (animal award for bravery) on 2nd December 1943 for 'delivering a message under exceptionally difficult conditions and so contributing to the rescue of an aircrew'.
- 200,000 pigeons were used as messengers in WW2.



